

Extent of Implementation of School Safety in the Schools Division of Siargao

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Abstract— This study aimed to identify the extent of implementation of the school safety in the elementary and secondary schools as perceived by the administrators and DRRM coordinator and the extent of awareness as perceived by the teachers and PTA officials on the implementation of the school safety in terms of safe learning facilities, school disaster management and risk reduction and resilience education. A descriptive research design was used in this study from 324 teachers, 30 administrators and 210 PTA officials of the 30 sampled cluster schools in the schools division of Siargao using a modified questionnaire. Data was analyzed using Frequency and Percentage Count, Mean and Standard Deviation, One-way Analysis of Variance (ANOVA) for Independent Samples and One-way Analysis of Variance (ANOVA).

Findings revealed that most of the administrator-respondents are females who have been in the service less than five years or 16-20 years. The DRRM coordinators are mostly females who have been a coordinator for at most a year and specializing General Education. The teachers are mostly 40-49-year-old females and specializing in General Education. The PTA officers are mostly 31-39-year-old females who have been officers for two years. Furthermore, the level of awareness on the implementation of the CSS framework of the teachers and PTA officers are of the same level regardless of their profile. The level of awareness of the respondents on the implementation of the CSS framework among the three pillars are of the same. However, the extent of implementation in the three pillars significantly differ among each other.

In conclusion, the schools have been persistent in the implementation of the CSS framework. The teachers and PTA officers are knowledgeable on the activities of the school pertaining to safety. The profile of the administrators and DRR coordinators in the implementation of comprehensive safety framework and the awareness of the teachers and PTA officers on activities concerning school safety is the same regardless of their profile. The awareness of the teachers and PTA officers on school safety activities is the same among the three pillars. The level of implementation of safety learning facilities is better than the implementation of school disaster management. The latter is also better than the implementation of the risk reduction and resilience education.

Keywords— School Safety, Extent of Implementation, Correlational, Perceptions.

I. INTRODUCTION

The goal of the Worldwide Initiative for Safe Schools and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) are strengthened by the Comprehensive School Safety Framework that aims to make school safety a priority in post-2015 development, risk reduction, and resilience (GADRRRES, & UNISDR, 2017).

However, disasters cause deaths and serious disruptions in society, which call for the global community to take drastic

steps to address and reduce the impacts of these disasters. (Ventura & Madrigal, 2020). For this reason, comprehensive School Safety aims to protect students and teachers in schools from death, injury, and harm. Plan for educational continuity in the midst of all potential risks and threats, protect education sector investments, and strengthen risk reduction and resilience through education (GADRRRES, & UNISDR, 2017).

It is stipulated in the Comprehensive School Safety framework that school safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school site levels in terms of Safe Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education). Furthermore, the framework have identified the needs and priorities focused on the education sector that includes developing procedures for governments, donors, nongovernmental and community construction of schools and early childhood development centers to assure that every new school is a safe school, developing guidance for education authorities on policies and practices of school-based disaster risk reduction and preparedness, including standard operating procedures simulation drills, contingency and educational continuity plans and developing model for comprehensive scope and sequence for knowledge, skills and competencies in disaster risk reduction.

However, there are few data and studies conducted in the implementation of comprehensive school safety framework in schools division of Siargao. Furthermore, due to pandemic, classroom instruction shifted to online and modular distance learning and other learning modality to continue education in this time of pandemic. For this reason, anticipated increased risks and vulnerability of exposed individuals must be the priority since schools are adapting the alternative work arrangements to carry essential tasks on the onset of the pandemic. There are also identified schools that have been used as quarantine facilities. Hence, there is a need to look into the of school safety in the schools division of Siargao for future re-opening of schools especially to the identified low-risks areas to implement probable face-to-face classes. Moreover, the result of this study also provides base line information to the schools, stakeholders and other authorities. It further gives idea to what aspects in the CSS framework needs to strength its implementation, what plans and programs to implement to help mitigate disaster to further promote awareness of the school safety in this time of pandemic.

Conceptual Framework

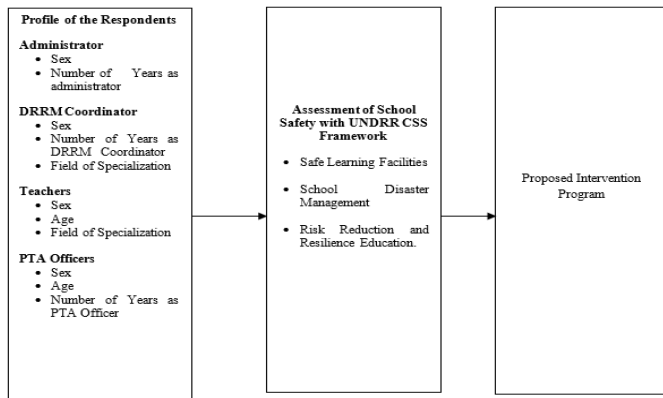


Fig. 1. Framework

Statement of the Problem

This study aimed to identify the extent of implementation of the school safety in the elementary and secondary schools of Siargao division. Specifically, it seeks to answer the following questions:

1. What is the extent of implementation of the school safety of schools as perceived by the administrators and DRRM coordinator in terms of the following pillars:
 - 1.1 safe learning facilities,
 - 1.2 school disaster management, and
 - 1.3 risk reduction and resilience education?
2. What is the extent of awareness of the teachers and PTA officials on the implementation of the school safety according to the following pillars:
 - 2.1 safe learning facilities,
 - 2.2 school disaster management, and
 - 2.3 risk reduction and resilience education?
3. Is there a significant difference on the implementation and awareness of comprehensive school safety framework among the three pillars?

II. MATERIALS AND METHODS

Research Design

The researcher employed a descriptive research design. The design was used to identify the extent of the implementation of school safety anchored in the three pillars of UNDRR comprehensive school safety framework in the secondary schools of Siargao division in terms of Safe Learning Facilities, School Disaster Management, and Risk Reduction and Resilience Education.

It also determined the profile of the respondents and how it affected the result on the survey of school safety based on the CSS framework.

Research Environment

The study was conducted in the division of Siargao with 120 public elementary and 25 public secondary schools located in Siargao Island, Surigao del Norte. There were twelve districts comprising the division namely: Burgos, Dapa East, Dapa West, General Luna, Numancia East, Numancia West, Pilar, San Benito, San Isidro, Sapao, Socorro East, and Socorro West. Siargao is composed of two major islands.

Siargao Island and Bucas Grande group of islands where the municipality of Socorro is situated.

Research Respondents

The respondents of the study were the school administrators, teachers, SBDRRM coordinators and junior and senior high school teachers and PTA Officers from 120 elementary and 25 secondary schools of Siargao division. Among the 1484 teachers in both elementary and secondary schools, only 324 teachers from 30 sampled cluster schools were selected as respondents of the study including 1 school administrator and 7 PTA officers per school

Data Analyses

Frequency and Percentage Count. These were used in answering the profile of the respondents.

Mean and Standard Deviation. This were used to determine the extent of implementation of comprehensive school safety framework and the awareness of teachers and PTA officers.

One-way Analysis of Variance (ANOVA) for Independent Samples. This was used to determine the significant difference on the perceived level of the implementation and awareness on school safety framework when grouped according to the profile variables.

One-way Analysis of Variance (ANOVA) for Repeated Measures and Bonferroni Post Hoc Test. These were used to determine the significant difference on the implementation and awareness on school safety framework among the three pillars.

III. RESULTS AND DISCUSSION

Extent of Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by Administrator-Respondents is presented in Table 1.

The respondents generally agreed that school safety in Terms of Safety Learning Facilities as Perceived by Administrator-Respondents is much implemented. This is based on the average mean of 3.55 with SD= 0.39. Therefore, safe learning facilities are existing in the schools and well implemented.

Moreover, in the study of Grimaz & Malisan, 2020 they pointed out that in order to develop and implement successful school safety upgrading action plans, school administrators should be knowledgeable of the safety conditions of learning facilities.

In addition, the study of Amini Hosseini and Izadkhah (2020) emphasized that it is crucial for administrators to make convincing decision making to prioritize school safety in planning and budget allocation to provide safe learning facilities.

Item no. 8 “Defined, documented, and assigned roles and responsibilities of the school DRRM committee/team members” and item no. 15 “Identified one-way entrance and exit for public access and transport” both got the same highest mean of 3.73 with SD=52. However, Item no. 1 “Inspected school buildings by the Authorized agencies on a regular basis (once annually, semestral or when needed)” got the lowest mean of 3.30 with SD=0.65 and Item no. 2 “Conducted risk assessment periodically/regularly” with the mean of 3.40 with

SD=0.56. The above result correlates to the study of Paci-Green et al., 2019 that governments should examine existing school facilities to know which ones need to be retrofitted or replaced, and allocate funds and resources to those that do. Further, schools must consult with an authority to plan, design

and orient new school facilities on a site and one that supervises construction and make policy ensures that school and community representatives inspect school facilities at the beginning of each academic year and make necessary repairs.

TABLE 1. Extent of Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by Administrator-Respondents

Statement	Mean	SD	VI
1. Inspected school buildings by the Authorized agencies on a regular basis (once annually, semestral or when needed)	3.30	0.65	FI
2. Conducted risk assessment periodically/regularly	3.40	0.56	FI
3. Identified unsafe school buildings and school sites prior to start of classes and/or when there is a need to do so by the school management	3.63	0.56	MI
4. Followed monitoring and evaluation procedures in the design of the school buildings.	3.47	0.57	FI
5. Allocated financial resources to address issues/concerns on school building safety.	3.33	0.80	FI
6. Conducted appropriate action to address the issues/concerns by the School Heads	3.57	0.57	MI
7. Conducted regular repair of minor damages in the classrooms and other facilities (laboratory, library, Personnel's office, etc.)	3.50	0.68	FI
8. Defined, documented, and assigned roles and responsibilities of the school DRRM committee/team members	3.73	0.52	MI
9. Identified school facilities to be used as evacuations centers by the school heads. School heads manage only their own school so they can identify w/c classrooms or school facilities they think would be used as ECs	3.53	0.73	MI
10. Informed and knowledgeable Schools Heads on Joint Memorandum Circular No. 1, series of 2013 "Coordination and Management of Evacuation Centers Guidelines" and RA 10821 "Children's Emergency Relief and Protection Act" and its accompanying IRR, school heads are informed about the responsibilities and functions of the school in camp management vis-à-vis the LGU and DSWD.	3.67	0.71	MI
11. Followed guidelines and procedures in identifying and selecting safe school site	3.70	0.47	MI
12. Followed guidelines and standard procedures in designing and constructing disaster resilient school facilities	3.60	0.50	MI
13. Monitored compliance to standard design and construction of school buildings/facilities	3.57	0.50	MI
14. Designated areas for handwashing facility with enough water and sanitizing supplies.	3.73	0.45	MI
15. Identified one-way entrance and exit for public access and transport.	3.73	0.52	MI
16. Installed physical barriers in faculty offices used during the alternative work arrangement schedules, including modifying work areas using cellophanes as table shields, installed cubicle for each employee, incorporated required accessibility requirements, and improved ventilation.	3.27	0.74	FI
17. Installed signages and directions in the school vicinity including floor or pathway guides for physical distancing and posted signs and messages to promote everyday protective measures following the minimum health standards.	3.63	0.72	MI
Average	3.55	0.39	MI

TABLE 2. Extent of Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by DRRM Coordinator-Respondents

Statement	Mean	SD	VI
1. Inspected school buildings by the Authorized agencies on a regular basis (once annually, semestral or when needed)	3.40	1.07	FI
2. Conducted risk assessment periodically/regularly	3.43	0.90	FI
3. Identified unsafe school buildings and school sites prior to start of classes and/or when there is a need to do so by the school management	3.80	0.89	MI
4. Followed monitoring and evaluation procedures in the design of the school buildings.	3.50	0.86	MI
5. Allocated financial resources to address issues/concerns on school building safety.	3.33	0.99	FI
6. Conducted appropriate action to address the issues/concerns by the School Heads	3.63	0.96	MI
7. Conducted regular repair of minor damages in the classrooms and other facilities (laboratory, library, Personnel's office, etc.)	3.43	0.94	FI
8. Defined, documented, and assigned roles and responsibilities of the school DRRM committee/team members	3.67	0.88	MI
9. IDENTIFIED SCHOOL FACILITIES TO BE USED AS EVACUATIONS CENTERS BY THE SCHOOL HEADS. School heads manage only their own school so they can identify w/c classrooms or school facilities they think would be used as ECs	3.90	0.92	MI
10. Informed and knowledgeable Schools Heads on Joint Memorandum Circular No. 1, series of 2013 "Coordination and Management of Evacuation Centers Guidelines" and RA 10821 "Children's Emergency Relief and Protection Act" and its accompanying IRR, school heads are informed about the responsibilities and functions of the school in camp management vis-à-vis the LGU and DSWD.	3.90	0.76	MI
11. Followed guidelines and procedures in identifying and selecting safe school site	3.97	0.72	MI
12. Followed guidelines and standard procedures in designing and constructing disaster resilient school facilities	3.67	0.76	MI
13. Monitored compliance to standard design and construction of school buildings/facilities	3.53	0.82	MI
14. Designated areas for handwashing facility with enough water and sanitizing supplies.	4.23	0.68	MI
15. Identified one-way entrance and exit for public access and transport.	3.77	0.90	MI
16. Installed physical barriers in faculty offices used during the alternative work arrangement schedules, including modifying work areas using cellophanes as table shields, installed cubicle for each employee, incorporated required accessibility requirements, and improved ventilation.	3.70	0.88	MI
17. Installed signages and directions in the school vicinity including floor or pathway guides for physical distancing and posted signs and messages to promote everyday protective measures following the minimum health standards.	3.80	0.89	MI
Average	3.69	0.67	MI

Extent of Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by DRRM Coordinator-Respondents is presented in table 2.

The respondents generally agreed that the perceived extent of implementation of school safety framework in terms of safe learning facilities by SBDRRM coordinator-respondents is

much implemented. This is based on the average mean of 3.69 with SD=0.67. This implies that the implementation of safe learning facilities in schools is highly practiced.

Item no. 14 "Designated areas for handwashing facility with enough water and sanitizing supplies" got the highest mean of 4.23 with SD=0.68 and Item no. 11 "Followed

guidelines and standard procedures in designing and constructing disaster resilient school facilities” got the second highest mean of 3.97 with SD=0.72 However, item no. 5 “Allocated financial resources to address issues/concerns on school building safety” got the lowest mean of 3.33 with SD=0.99 and item no. 7 “Conducted regular repair of minor damages in the classrooms and other facilities (laboratory, library, Personnel's office, etc.)” got the second lowest mean

of 3.43 and SD=0.94. In the study of Jiwanji et al., 2020 they pointed out that funding shortages are cited as the biggest blocker for the implementation of school safety policy activities in the countries of Pacific region. Moreover, to effectively implement school disaster management programs, it is recommended that governments make school safety a policy and funding priority, and that sufficient funds be allocated in education budgets.

TABLE 3. Extent of Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by Administrator-Respondents

Statement	Mean	SD	VI
18. Maintained and updated Contingency Plan like preparedness plan turned into action in response when disaster occurs to include hazards of pandemic to protect the teaching and non-teaching staff and their families from the spread of covid-19 and a response plan in place for if/when a student, teacher, or staff member tests positive for COVID-19.	3.63	0.49	MI
19. Maintained availability of a free, usable, and sufficient First Aid Kit in every classroom.	3.47	0.68	FI
20. Maintained at least two kinds of early warning devices and emergency equipment (e.g. emergency bell, fire extinguisher, handheld / base radio, generator, etc.).	3.07	0.94	FI
21. Pre-identified spaces for temporary learning spaces/shelters in school in the aftermath of a disaster	3.40	0.62	FI
22. Maintained and updated a ready recovery strategies and alternative modes of delivery to make sure the continuity of education.	3.67	0.48	MI
23. Ensured that the Family Earthquake Preparedness Plan was completed by the students and reported its completion to DepEd DRRM at the Central Office.	3.60	0.50	MI
24. Established a faculty and staff tracking system/protocol in the event of disaster.	3.57	0.50	MI
25. Trained personnel to provide first aid to students, faculty, and staff.	3.33	0.88	FI
26. Trained personnel to provide psychosocial interventions to students, and other faculty and staff.	3.33	0.76	FI
27. Reviewed the Disaster Risk Reduction Management plan and its integration to the School Improvement Plan on a regular basis.	3.63	0.49	MI
28. Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order.	3.83	0.38	MI
29. Ensured regular participation of students, teachers, and other stakeholders in Brigada Eswela.	3.83	0.46	MI
30. Established a functional early warning system to inform students and faculty and staff about hazards and emergencies (protocol, warning signs, phones, IEC), taking into consideration the national and local warning systems and protocols.	3.77	0.43	MI
31. Conducted regular hazard-specific drills (at least 3 hazards) with stakeholder participation (BFP, Medic, LGUs, NGOs, community, PTA, alumni, etc.)	3.63	0.49	MI
32. Maintained and updated an Evacuation plan and procedures.	3.57	0.57	MI
33. Disseminated student-family reunification plan for students, teachers, and parents.	3.57	0.57	MI
34. Trained the School Heads on DRRM by division or region or other partners on a regular basis.	3.47	0.82	FI
35. Received DRRM trainings from division, region or other partner stakeholders regularly participated by the School DRRM Team members.	3.57	0.77	MI
36. Conducted regular awareness and capacity building for families and learners.	3.50	0.63	MI
37. Conducted or participated in the various DRRM/Climate Change Adaptation /Education in Emergency activities of the LGU.	3.57	0.50	MI
38. Implemented school-based controls and safe work practices in accordance to the minimum health standards for all staff to follow, which include scheduled cleaning and disinfection in offices used on the onset of covid-19 and appropriate mask policies, physical distancing in communal spaces.	3.63	0.49	MI
39. Implemented staggering and alternating schedules (alternative work arrangements) to all teaching and non-teaching personnel to reduce physical contact and maximize physical distancing in all areas in the school.	3.80	0.41	MI
40. Prepared learning continuity plan for schools reopening of classes that includes the choosing for learning modality to implement.	3.80	0.41	MI
41. Adapted virtual/ online platforms for conferences, meetings, and other school activities rather than in-person traditional activities, and events and eliminate assemblies and activities that promote mass gathering without social distancing measures.	3.70	0.53	MI
Average	3.58	0.37	MI

Extent of Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by Administrator-Respondents is presented in table 3.

The respondents generally agreed that the extent of implementation of school safety framework in terms of school disaster management as perceived by administrator-respondents is much implemented. This is based on the average mean of 3.58 with SD=0.37. Item no. 29 “Ensured regular participation of students, teachers, and other stakeholders in Brigada Eswela” got the highest mean of 3.83 with SD=0.46 and item no. 28 “Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order” got the second highest scores mean of 3.83 with SD=0.38. However, item no. 27 “Reviewed the Disaster Risk Reduction Management plan and its integration to the School Improvement Plan on a regular basis” got the lowest mean of 3.63 with SD=0.49 and item no. 25 “Trained

personnel to provide first aid to students, faculty, and staff” got the second lowest mean of 3.33 with SD=0.88

Extent of Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by DRRM Coordinator-Respondents is presented in table 4.

The respondents generally agreed that the perceived extent of implementation of school safety framework in terms of school disaster management as perceived by drmm coordinator-respondents is much implemented. This is based on the average mean of 3.61 with SD=0.71. Item no. 29 “Ensured regular participation of students, teachers, and other stakeholders in Brigada Eswela” got the highest mean of 4.30 with SD=0.70 and item no. 28 “Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order” got the second highest mean of 4.27 with SD=0.78. However, item no. 27 “Reviewed the Disaster

Risk Reduction Management plan and its integration to the School Improvement Plan on a regular basis” got the lowest mean of 3.47 with SD=0.68 and item no. 36 “Conducted

regular awareness and capacity building for families and learners” got the second lowest mean of 3.43 with SD=0.90.

TABLE 4. Extent of Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by DRRM Coordinator-Respondents

Statement	Mean	SD	VI
18. Maintained and updated Contingency Plan like preparedness plan turned into action in response when disaster occurs to include hazards of pandemic to protect the teaching and non-teaching staff and their families from the spread of covid-19 and a response plan in place for if/when a student, teacher, or staff member tests positive for COVID-19.	3.57	0.86	MI
19. Maintained availability of a free, usable, and sufficient First Aid Kit in every classroom.	3.77	0.86	MI
20. Maintained at least two kinds of early warning devices and emergency equipment (e.g. emergency bell, fire extinguisher, handheld / base radio, generator, etc.).	3.03	1.16	FI
21. Pre-identified spaces for temporary learning spaces/shelters in school in the aftermath of a disaster	3.53	0.97	MI
22. Maintained and updated a ready recovery strategies and alternative modes of delivery to make sure the continuity of education.	3.77	1.04	MI
23. Ensured that the Family Earthquake Preparedness Plan was completed by the students and reported its completion to DepEd DRRM at the Central Office.	3.60	0.97	MI
24. Established a faculty and staff tracking system/protocol in the event of disaster.	3.70	0.84	MI
25. Trained personnel to provide first aid to students, faculty, and staff.	3.07	1.17	FI
26. Trained personnel to provide psychosocial interventions to students, and other faculty and staff.	3.20	1.00	FI
27. Reviewed the Disaster Risk Reduction Management plan and its integration to the School Improvement Plan on a regular basis.	3.47	0.68	FI
28. Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order.	4.27	0.78	MI
29. Ensured regular participation of students, teachers, and other stakeholders in Brigada Eskwela.	4.30	0.70	MI
30. Established a functional early warning system to inform students and faculty and staff about hazards and emergencies (protocol, warning signs, phones, IEC), taking into consideration the national and local warning systems and protocols.	3.60	0.97	MI
31. Conducted regular hazard-specific drills (at least 3 hazards) with stakeholder participation (BFP, Medic, LGUs, NGOs, community, PTA, alumni, etc.)	3.73	0.78	MI
32. Maintained and updated an Evacuation plan and procedures.	3.50	0.90	MI
33. Disseminated student-family reunification plan for students, teachers, and parents.	3.57	0.82	MI
34. Trained the School Heads on DRRM by division or region or other partners on a regular basis.	3.47	1.04	FI
35. Received DRRM trainings from division, region or other partner stakeholders regularly participated by the School DRRM Team members.	3.47	1.22	FI
36. Conducted regular awareness and capacity building for families and learners.	3.43	0.90	FI
37. Conducted or participated in the various DRRM/Climate Change Adaptation /Education in Emergency activities of the LGU.	3.30	1.02	FI
38. Implemented school-based controls and safe work practices in accordance to the minimum health standards for all staff to follow, which include scheduled cleaning and disinfection in offices used on the onset of covid-19 and appropriate mask policies, physical distancing in communal spaces.	3.90	0.88	MI
39. Implemented staggering and alternating schedules (alternative work arrangements) to all teaching and non-teaching personnel to reduce physical contact and maximize physical distancing in all areas in the school.	3.93	0.94	MI
40. Prepared learning continuity plan for schools reopening of classes that includes the choosing for learning modality to implement.	3.87	0.90	MI
41. Adapted virtual/ online platforms for conferences, meetings, and other school activities rather than in-person traditional activities, and events and eliminate assemblies and activities that promote mass gathering without social distancing measures.	3.70	0.99	MI
Average	3.61	0.71	MI

TABLE 5. Extent of Implementation of School Safety Framework in Terms of Risk Reduction and Resilience Education as Perceived by Administrator-Respondents

Statement	Mean	SD	VI
42. Introduced The main DRR and CCA principles into the curriculum based on the National Curriculum Guide.	3.70	0.47	MI
43. Practiced the integration of DRR and Climate Change Adaptation in the curriculum by for 3 years or more.	3.70	0.47	MI
44. Integrated the DRR and CCA in all grade levels and subject areas.	3.77	0.43	MI
45. Assessed the students' skills and competencies through measurable learning and risk reduction (RR) outcomes.	3.57	0.57	MI
46. Participated in various DRRM/Climate Change Adaptation/Education in Emergency activities by the students.	3.63	0.49	MI
47. The school had a DRRM Capacity Building Plan for teachers and staff.	3.37	0.76	FI
48. Ensured that teachers and staff are trained on DRRM and/or CCA.	3.47	0.57	FI
49. Conducted regular monitoring and evaluation to assess the sustainable implementation for DRRM/CCA initiatives in school.	3.43	0.63	FI
50. Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation.	3.83	0.38	MI
51. Facilitated mental health support to teaching, non-teaching and learners through online webinars and teleconferences especially those who are affected by COVID-19.	3.70	0.47	MI
52. Established school mechanisms on learning continuity through distance learning to consider the safety and welfare of the students and teachers.	3.87	0.35	MI
Average	3.64	0.40	MI

Extent of Implementation of School Safety Framework in Terms of Risk Reduction and Resilience Education as Perceived by Administrator-Respondents is presented in table 5.

The respondents generally agreed that the perceived extent of implementation of school safety framework in terms of risk reduction and resilience education as perceived by administrator-respondents is much implemented. This is based

on the average mean of 3.64 with SD=0.40. Item no. 53 “Established school mechanisms on learning continuity through distance learning to consider the safety and welfare of the students and teachers” got the highest mean of 3.87 with SD= 0.35 and item no. 50 “Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation” got the second highest mean of 3.83 with SD=0.38 and item no. However, item no 49

“Conducted regular monitoring and evaluation to assess the sustainable implementation for DRRM/CCA initiatives in school” got the lowest mean of 3.43 with SD=0.63 and item no. 47 “The school had a DRRM Capacity Building Plan for teachers and staff” got the second lowest mean of 3.37 with SD=0.76.

Extent of Implementation of School Safety Framework in Terms of Risk Reduction and Resilience Education as Perceived by DRRM Coordinator-Respondents is presented in table 6.

The respondents generally agreed that the perceived extent of implementation of school safety framework in terms of risk reduction and resilience education as perceived by DRRM coordinator-respondents is much implemented. It is based on

the average mean of 3.37 with SD=0.76. Item no. 52 “Established school mechanisms on learning continuity through distance learning to consider the safety and welfare of the students and teachers” got the highest mean of 3.90 with SD=0.96 and item no. 50 “Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation” got the second highest mean of 3.80 with SD=0.96. However, item no. 47 “The school had a DRRM Capacity Building Plan for teachers and staff” got the lowest mean of 3.40 with SD=0.81 and item no. 49 “Conducted regular monitoring and evaluation to assess the sustainable implementation for DRRM/CCA initiatives in school” got the second lowest mean of 3.37 with SD=0.89.

TABLE 6. Extent of Implementation of School Safety Framework in Terms of Risk Reduction and Resilience Education as Perceived by DRRM Coordinator-Respondents

Statement	Mean	SD	VI
42. Introduced The main DRR and CCA principles into the curriculum based on the National Curriculum Guide.	3.57	0.97	MI
43. Practiced the integration of DRR and Climate Change Adaptation in the curriculum by for 3 years or more.	3.43	1.10	FI
44. Integrated the DRR and CCA in all grade levels and subject areas.	3.60	1.19	MI
45. Assessed the students' skills and competencies through measurable learning and risk reduction (RR) outcomes.	3.50	0.94	MI
46. Participated in various DRRM/Climate Change Adaptation/Education in Emergency activities by the students.	3.33	1.21	FI
47. The school had a DRRM Capacity Building Plan for teachers and staff.	3.40	0.81	FI
48. Ensured that teachers and staff are trained on DRRM and/or CCA.	3.30	1.02	FI
49. Conducted regular monitoring and evaluation to assess the sustainable implementation for DRRM/CCA initiatives in school.	3.37	0.89	FI
50. Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation.	3.80	0.96	MI
51. Facilitated mental health support to teaching, non-teaching and learners through online webinars and teleconferences especially those who are affected by COVID-19.	3.37	1.22	FI
52. Established school mechanisms on learning continuity through distance learning to consider the safety and welfare of the students and teachers.	3.90	0.96	MI
Average	3.51	0.86	MI

TABLE 7. Level of Awareness on the Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by the Teacher-Respondents

Statement	Mean	SD	VI
1. Inspected school buildings by the Authorized agencies on a regular basis (once annually, semestral or when needed)	3.65	0.87	MA
2. Conducted risk assessment periodically/regularly	3.76	0.83	MA
3. Identified unsafe school buildings and school sites prior to start of classes and/or when there is a need to do so by the school management	3.98	0.85	MA
4. Followed monitoring and evaluation procedures in the design of the school buildings.	3.81	0.84	MA
5. Allocated financial resources to address issues/concerns on school building safety.	3.66	0.85	MA
6. Conducted appropriate action to address the issues/concerns by the School Heads	3.85	0.82	MA
7. Conducted regular repair of minor damages in the classrooms and other facilities (laboratory, library, Personnel's office, etc.)	3.79	0.85	MA
8. Defined, documented, and assigned roles and responsibilities of the school DRRM committee/team members	3.93	0.85	MA
9. IDENTIFIED SCHOOL FACILITIES TO BE USED AS EVACUATIONS CENTERS BY THE SCHOOL HEADS. School heads manage only their own school so they can identify w/c classrooms or school facilities they think would be used as ECs	4.18	0.79	MA
10. Informed and knowledgeable Schools Heads on Joint Memorandum Circular No. 1, series of 2013 "Coordination and Management of Evacuation Centers Guidelines" and RA 10821 "Children's Emergency Relief and Protection Act" and its accompanying IRR, school heads are informed about the responsibilities and functions of the school in camp management vis-à-vis the LGU and DSWD.	4.01	0.83	MA
11. Followed guidelines and procedures in identifying and selecting safe school site	4.04	0.84	MA
12. Followed guidelines and standard procedures in designing and constructing disaster resilient school facilities	3.85	0.87	MA
13. Monitored compliance to standard design and construction of school buildings/facilities	3.76	0.88	MA
14. Designated areas for handwashing facility with enough water and sanitizing supplies.	4.12	0.84	MA
15. Identified one-way entrance and exit for public access and transport.	3.92	0.86	MA
16. Installed physical barriers in faculty offices used during the alternative work arrangement schedules, including modifying work areas using cellophanes as table shields, installed cubicle for each employee, incorporated required accessibility requirements, and improved ventilation.	3.72	0.88	MA
17. Installed signages and directions in the school vicinity including floor or pathway guides for physical distancing and posted signs and messages to promote everyday protective measures following the minimum health standards.	3.84	0.83	MA
Average	3.88	0.66	MA

The level of Awareness on the Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by the Teacher-Respondents is presented in table 7.

The respondents generally agreed that the perceived level of awareness on the implementation of school safety framework in terms of safety learning facilities as perceived by the teacher-respondents is much aware. This is based on the

average mean of 3.88 with SD=0.66. Item no. 9 “identified school facilities to be used as evacuations centers by the school heads. School heads manage only their own school so they can identify w/c classrooms or school facilities they think would be used as ECs” got the highest mean of 4.18 with SD=0.79 and item no. 14 “Designated areas for handwashing facility with enough water and sanitizing supplies” got the second highest mean of 4.12 with SD=0.84. However, item no. 5 “Allocated financial resources to address issues/concerns on school building safety” got the lowest mean of 3.66 with SD=0.85 and item no 1 “Inspected school buildings by the Authorized agencies on a regular basis (once annually, semestral or when needed)” got the second lowest mean of 3.65 with SD=0.87.

The Level of Awareness on the Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by the PTA Officer-Respondents is presented in table 8.

The respondents generally agreed that the perceived level of awareness on the implementation of school safety

framework in terms of safety learning facilities as perceived by the PTA Officer-Respondents is much aware. This is based on the average mean of 3.94 with SD=0.61. Item no 14 “ Designated areas for handwashing facility with enough water and sanitizing supplies” got the highest mean of 4.24 with SD=0.73 and item 10 “ Informed and knowledgeable Schools Heads on Joint Memorandum Circular No. 1, series of 2013 "Coordination and Management of Evacuation Centers Guidelines" and RA 10821 "Children's Emergency Relief and Protection Act" and its accompanying IRR, school heads are informed about the responsibilities and functions of the school in camp management vis-à-vis the LGU and DSWD” got the second highest mean 4.11 with SD=0.77. However, item 5 “Allocated financial resources to address issues/concerns on school building safety” got the lowest mean of 3.68 with SD=0.88. and item no. 1 “Inspected school buildings by the Authorized agencies on a regular basis (once annually, semestral or when needed)” got the second lowest mean of 3.75 and SD=0.90.

TABLE 8. Level of Awareness on the Implementation of School Safety Framework in Terms of Safety Learning Facilities as Perceived by the PTA Officer-Respondents

Statement	Mean	SD	VI
1. Inspected school buildings by the Authorized agencies on a regular basis (once annually, semestral or when needed)	3.75	0.90	MA
2. Conducted risk assessment periodically/regularly	3.82	0.80	MA
3. Identified unsafe school buildings and school sites prior to start of classes and/or when there is a need to do so by the school management	4.05	0.79	MA
4. Followed monitoring and evaluation procedures in the design of the school buildings.	3.90	0.81	MA
5. Allocated financial resources to address issues/concerns on school building safety.	3.68	0.88	MA
6. Conducted appropriate action to address the issues/concerns by the School Heads	3.90	0.85	MA
7. Conducted regular repair of minor damages in the classrooms and other facilities (laboratory, library, Personnel's office, etc.)	3.84	0.92	MA
8. Defined, documented, and assigned roles and responsibilities of the school DRRM committee/team members	3.90	0.87	MA
9. IDENTIFIED SCHOOL FACILITIES TO BE USED AS EVACUATIONS CENTERS BY THE SCHOOL HEADS. School heads manage only their own school so they can identify w/c classrooms or school facilities they think would be used as ECs	4.14	0.80	MA
10. Informed and knowledgeable Schools Heads on Joint Memorandum Circular No. 1, series of 2013 "Coordination and Management of Evacuation Centers Guidelines" and RA 10821 "Children's Emergency Relief and Protection Act" and its accompanying IRR, school heads are informed about the responsibilities and functions of the school in camp management vis-à-vis the LGU and DSWD.	4.11	0.77	MA
11. Followed guidelines and procedures in identifying and selecting safe school site	4.11	0.73	MA
12. Followed guidelines and standard procedures in designing and constructing disaster resilient school facilities	3.95	0.83	MA
13. Monitored compliance to standard design and construction of school buildings/facilities	3.89	0.72	MA
14. Designated areas for handwashing facility with enough water and sanitizing supplies.	4.24	0.73	MA
15. Identified one-way entrance and exit for public access and transport.	4.00	0.93	MA
16. Installed physical barriers in faculty offices used during the alternative work arrangement schedules, including modifying work areas using cellophanes as table shields, installed cubicle for each employee, incorporated required accessibility requirements, and improved ventilation.	3.79	0.89	MA
17. Installed signages and directions in the school vicinity including floor or pathway guides for physical distancing and posted signs and messages to promote everyday protective measures following the minimum health standards.	3.87	0.82	MA
Average	3.94	0.61	MA

Level of Awareness on the Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by the Teacher-Respondents is presented in table 9.

The respondents generally agreed that the perceived level of awareness on the implementation of school safety framework in terms of school disaster management as perceived by the teacher-respondents is much aware. Item no. 28 “Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order” got the highest mean of 4.20 with SD=0.81 and item no. 29 “Ensured regular participation of students, teachers, and other stakeholders in

Brigada Eswela” got the second highest mean of 4.19 with SD=0.81. However, item no. 26 “Trained personnel to provide psychosocial interventions to students, and other faculty and staff” got the lowest mean of 3.60 SD=0.89 and item no. 20 “Maintained at least two kinds of early warning devices and emergency equipment (e.g. emergency bell, fire extinguisher, handheld / base radio, generator, etc.) got the second lowest mean of 3.67 with SD=0.94.

The Level of Awareness on the Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by PTA Officer-Respondents is presented in table 10.

TABLE 9. Level of Awareness on the Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by the Teacher-Respondents

Statement	Mean	SD	VI
18. Maintained and updated Contingency Plan like preparedness plan turned into action in response when disaster occurs to include hazards of pandemic to protect the teaching and non-teaching staff and their families from the spread of covid-19 and a response plan in place for if/when a student, teacher, or staff member tests positive for COVID-19.	3.87	0.84	MA
19. Maintained availability of a free, usable, and sufficient First Aid Kit in every classroom.	3.81	0.86	MA
20. Maintained at least two kinds of early warning devices and emergency equipment (e.g. emergency bell, fire extinguisher, handheld / base radio, generator, etc.).	3.67	0.94	MA
21. Pre-identified spaces for temporary learning spaces/shelters in school in the aftermath of a disaster	3.75	0.84	MA
22. Maintained and updated a ready recovery strategies and alternative modes of delivery to make sure the continuity of education.	3.91	0.81	MA
23. Ensured that the Family Earthquake Preparedness Plan was completed by the students and reported its completion to DepEd DRRM at the Central Office.	3.77	0.85	MA
24. Established a faculty and staff tracking system/protocol in the event of disaster.	3.82	0.85	MA
25. Trained personnel to provide first aid to students, faculty, and staff.	3.69	0.89	MA
26. Trained personnel to provide psychosocial interventions to students, and other faculty and staff.	3.60	0.89	MA
27. Reviewed the Disaster Risk Reduction Management plan and its integration to the School Improvement Plan on a regular basis.	3.77	0.86	MA
28. Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order.	4.20	0.81	MA
29. Ensured regular participation of students, teachers, and other stakeholders in Brigada Eswela.	4.19	0.81	MA
30. Established a functional early warning system to inform students and faculty and staff about hazards and emergencies (protocol, warning signs, phones, IEC), taking into consideration the national and local warning systems and protocols.	3.88	0.84	MA
31. Conducted regular hazard-specific drills (at least 3 hazards) with stakeholder participation (BFP, Medic, LGUs, NGOs, community, PTA, alumni, etc.)	3.87	0.86	MA
32. Maintained and updated an Evacuation plan and procedures.	3.84	0.83	MA
33. Disseminated student-family reunification plan for students, teachers, and parents.	3.73	0.81	MA
34. Trained the School Heads on DRRM by division or region or other partners on a regular basis.	3.72	0.88	MA
35. Received DRRM trainings from division, region or other partner stakeholders regularly participated by the School DRRM Team members.	3.73	0.91	MA
36. Conducted regular awareness and capacity building for families and learners.	3.69	0.86	MA
37. Conducted or participated in the various DRRM/Climate Change Adaptation /Education in Emergency activities of the LGU.	3.76	0.86	MA
38. Implemented school-based controls and safe work practices in accordance to the minimum health standards for all staff to follow, which include scheduled cleaning and disinfection in offices used on the onset of covid-19 and appropriate mask policies, physical distancing in communal spaces.	3.91	0.80	MA
39. Implemented staggering and alternating schedules (alternative work arrangements) to all teaching and non-teaching personnel to reduce physical contact and maximize physical distancing in all areas in the school.	4.12	0.85	MA
40. Prepared learning continuity plan for schools reopening of classes that includes the choosing for learning modality to implement.	3.99	0.87	MA
41. Adapted virtual/ online platforms for conferences, meetings, and other school activities rather than in-person traditional activities, and events and eliminate assemblies and activities that promote mass gathering without social distancing measures.	4.00	0.86	MA
Average	3.84	0.68	MA

TABLE 10. Level of Awareness on the Implementation of School Safety Framework in Terms of School Disaster Management as Perceived by PTA Officer-Respondents

Statement	Mean	SD	VI
18. Maintained and updated Contingency Plan like preparedness plan turned into action in response when disaster occurs to include hazards of pandemic to protect the teaching and non-teaching staff and their families from the spread of covid-19 and a response plan in place for if/when a student, teacher, or staff member tests positive for COVID-19.	3.85	0.84	MA
19. Maintained availability of a free, usable, and sufficient First Aid Kit in every classroom.	3.74	0.91	MA
20. Maintained at least two kinds of early warning devices and emergency equipment (e.g. emergency bell, fire extinguisher, handheld / base radio, generator, etc.).	3.56	0.91	MA
21. Pre-identified spaces for temporary learning spaces/shelters in school in the aftermath of a disaster	3.76	0.84	MA
22. Maintained and updated a ready recovery strategies and alternative modes of delivery to make sure the continuity of education.	3.99	0.80	MA
23. Ensured that the Family Earthquake Preparedness Plan was completed by the students and reported its completion to DepEd DRRM at the Central Office.	3.81	0.87	MA
24. Established a faculty and staff tracking system/protocol in the event of disaster.	3.86	0.86	MA
25. Trained personnel to provide first aid to students, faculty, and staff.	3.59	0.94	MA
26. Trained personnel to provide psychosocial interventions to students, and other faculty and staff.	3.52	1.02	MA
27. Reviewed the Disaster Risk Reduction Management plan and its integration to the School Improvement Plan on a regular basis.	3.77	0.83	MA
28. Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order.	4.24	0.74	MA
29. Ensured regular participation of students, teachers, and other stakeholders in Brigada Eswela.	4.25	0.74	MA
30. Established a functional early warning system to inform students and faculty and staff about hazards and emergencies (protocol, warning signs, phones, IEC), taking into consideration the national and local warning systems and protocols.	3.89	0.81	MA
31. Conducted regular hazard-specific drills (at least 3 hazards) with stakeholder participation (BFP, Medic, LGUs, NGOs, community, PTA, alumni, etc.)	3.89	0.80	MA
32. Maintained and updated an Evacuation plan and procedures.	3.78	0.82	MA
33. Disseminated student-family reunification plan for students, teachers, and parents.	3.76	0.79	MA
34. Trained the School Heads on DRRM by division or region or other partners on a regular basis.	3.71	0.89	MA
35. Received DRRM trainings from division, region or other partner stakeholders regularly participated by the School DRRM Team members.	3.69	0.96	MA
36. Conducted regular awareness and capacity building for families and learners.	3.74	0.84	MA
37. Conducted or participated in the various DRRM/Climate Change Adaptation /Education in Emergency activities of the LGU.	3.70	0.91	MA
38. Implemented school-based controls and safe work practices in accordance to the minimum health standards for all staff to follow, which include scheduled cleaning and disinfection in offices used on the onset of covid-19 and appropriate mask policies, physical distancing in	3.95	0.85	MA

communal spaces.

39. Implemented staggering and alternating schedules (alternative work arrangements) to all teaching and non-teaching personnel to reduce physical contact and maximize physical distancing in all areas in the school.	4.14	0.88	MA
40. Prepared learning continuity plan for schools reopening of classes that includes the choosing for learning modality to implement.	4.05	0.86	MA
41. Adapted virtual/ online platforms for conferences, meetings, and other school activities rather than in-person traditional activities, and events and eliminate assemblies and activities that promote mass gathering without social distancing measures.	4.00	0.89	MA
Average	3.84	0.65	MA

TABLE 11. Level of Awareness on the Implementation of School Safety Framework in Terms of Risk Reduction and Resilience Education as Perceived by the Teacher-Respondents

Statement	Mean	SD	VI
42. Introduced The main DRR and CCA principles into the curriculum based on the National Curriculum Guide.	3.80	0.83	MA
43. Practiced the integration of DRR and Climate Change Adaptation in the curriculum by for 3 years or more.	3.80	0.79	MA
44. Integrated the DRR and CCA in all grade levels and subject areas.	3.87	0.82	MA
45. Assessed the students' skills and competencies through measurable learning and risk reduction (RR) outcomes.	3.76	0.77	MA
46. Participated in various DRRM/Climate Change Adaptation/Education in Emergency activities by the students.	3.80	0.84	MA
47. The school had a DRRM Capacity Building Plan for teachers and staff.	3.65	0.86	MA
48. Ensured that teachers and staff are trained on DRRM and/or CCA.	3.75	0.83	MA
49. Conducted regular monitoring and evaluation to assess the sustainable implementation for DRRM/CCA initiatives in school.	3.70	0.83	MA
50. Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation.	3.92	0.81	MA
51. Facilitated mental health support to teaching, non-teaching and learners through online webinars and teleconferences especially those who are affected by COVID-19.	3.77	0.88	MA
52. Established school mechanisms on learning continuity through distance learning to consider the safety and welfare of the students and teachers.	3.94	0.79	MA
Average	3.80	0.70	MA

The respondents generally agreed that the perceived level of awareness on the implementation of school safety framework in terms of school disaster management as perceived by pta officer-respondents is much aware. This is based on the average mean of 3.84 and SD=0.65. Item no. 29 “Ensured regular participation of students, teachers, and other stakeholders in Brigada Eswela” got the highest mean of 4.25 with SD=0.74 and item no. 28 “Conducted the Brigada Eskwela to ensure the safety and preparedness of the school as per department order” got the second highest mean of 4.24 with SD=0.74. However, item no. 26 “Trained personnel to provide psychosocial interventions to students, and other faculty and staff” got the lowest mean of 3.52 with SD=1.02 and item no. 20 “Maintained at least two kinds of early warning devices and emergency equipment (e.g. emergency bell, fire extinguisher, handheld / base radio, generator, etc.)” got the second lowest mean of 3.56 with SD=0.91

The level of awareness on the implementation of school safety framework in terms of risk reduction and resilience

Education as perceived by the teacher-respondents is presented in table 11.

The respondents generally agreed that the perceived the level of awareness on the implementation of school safety framework in terms of risk reduction and resilience education as perceived by the teacher-respondents is much aware. It is based on the average mean 3.80 with SD=0.70. Item no. 52 got the highest mean of 3.94 with SD=0.79. and item no. 50 “Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation” got the second highest mean of 3.92 with SD=0.81. However, item no. 47 “The school had a DRRM Capacity Building Plan for teachers and staff” got the lowest mean of 3.65 with SD=0.86 and item no. 49 “Conducted regular monitoring and evaluation to assess the sustainable implementation for DRRM/CCA initiatives in school” got the second lowest mean 3.70 with SD=0.83.

TABLE 12. Level of Awareness on the Implementation of School Safety Framework in Terms of Risk Reduction and Resilience Education as Perceived by the PTA Officer-Respondents

Statement	Mean	SD	VI
42. Introduced The main DRR and CCA principles into the curriculum based on the National Curriculum Guide.	3.84	0.80	MA
43. Practiced the integration of DRR and Climate Change Adaptation in the curriculum by for 3 years or more.	3.78	0.87	MA
44. Integrated the DRR and CCA in all grade levels and subject areas.	3.92	0.91	MA
45. Assessed the students' skills and competencies through measurable learning and risk reduction (RR) outcomes.	3.71	0.82	MA
46. Participated in various DRRM/Climate Change Adaptation/Education in Emergency activities by the students.	3.71	0.93	MA
47. The school had a DRRM Capacity Building Plan for teachers and staff.	3.61	0.86	MA
48. Ensured that teachers and staff are trained on DRRM and/or CCA.	3.62	0.93	MA
49. Conducted regular monitoring and evaluation to assess the sustainable implementation for DRRM/CCA initiatives in school.	3.63	0.88	MA
50. Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation.	4.02	0.78	MA
51. Facilitated mental health support to teaching, non-teaching and learners through online webinars and teleconferences especially those who are affected by COVID-19.	3.81	0.95	MA
52. Established school mechanisms on learning continuity through distance learning to consider the safety and welfare of the students and teachers.	3.95	0.81	MA
Average	3.78	0.71	MA

The level of awareness on the implementation of school safety framework in terms of risk reduction and resilience

education as perceived by the PTA officer-respondents is presented in table 12.

The respondents generally agreed that the perceived the level of awareness on the implementation of school safety framework in terms of risk reduction and resilience education as perceived by the PTA officer-respondents is much aware. This is based on the average mean of 3.78 with SD=0.71. Item no. 50 “Conducted orientations and information drives to staffs and students on COVID-19 prevention measure and mitigation” got the highest mean of 4.02 with SD=0.78 and item no. 47 “The school had a DRRM Capacity Building Plan for teachers and staff” got the second lowest mean of 3.61 and SD=0.86.

TABLE 13. Difference in the Implementation and Level of Awareness on the Implementation of School Safety Framework among the Three Pillars

Variable	F	p	Decision on Ho	Interpretation
Implementation	29.33	<0.001	Rejected	Significant
Awareness	.34	.71	Rejected	Significant

Gleaned from the Table are F=0.34 and p=0.71 which were obtained when the level of awareness of the respondents on the implementation of school safety framework among three pillars. Since the p-values is greater than 0.05 level of significance, the null hypothesis was not rejected. This means that their levels awareness on the three pillars of school safety framework are of the same level.

However, an F-value of 29.33 with p<0.001 was obtained when the extents of implementation of school safety framework among three pillars were compared. Since the p-values is less than 0.05 level of significance, the null hypothesis was rejected. This means that there is a significant difference on the extents of implementation among the three pillars of school safety framework. Pairwise comparisons are shown in Table.

Table 14. Post Hoc Test on Difference in the Implementation of School Safety Framework among the Three Pillars

Pillars	Mean Difference	p	Decision on Ho	Interpretation
A B	.06	<0.001	Rejected	Significant
A C	.11	<0.001	Rejected	Significant
B C	.05	<0.001	Rejected	Significant

Legend:

- A Safe Learning Facilities
- B School Disaster Management
- C Risk Reduction and Resilience Education

Results above show that the obtained p-values are less than 0.05 when the extent of implementation of the three pillars are compared pairwise. This means that the levels of implementation of the three pillars significantly differ among each other. The mean difference between the extents of implementation of safe learning facilities and school disaster management is 0.06. Since the difference is a positive value, then the level of implementation of the variable in the left side which is safe learning facilities is greater than that of the variable on the right side which is school disaster management. Similarly, the extent of implementation of safe learning facilities is higher compared to that of risk reduction and resilience education based on the mean difference of 0.11. The extent of implementation of school disaster management

is also higher than that of risk reduction and resilience and education based on the mean difference of 0.05.

In the study of Mostafizur Rahman et al., 2020 they emphasized that lack of disaster management is one the challenges met in the implementation of school safety. Hence, of the three pillars, disaster management is less implemented. Furthermore, under school disaster management Paci-Green et al., 2020 pointed out that there is a need to strengthen disaster management through collecting and using risk and impact data, establishing or strengthening national and subnational coordinating mechanism, assessing national school stock and retrofit/replace weak facilities, limiting and planning for schools as temporary evacuation centers, expanding drills and training and strengthening national curriculum and teacher training.

Of the three pillars, risk reduction and resilience education were also found to be the least implemented. Effective DRR education in the basic education curriculum establishes and strengthens the culture of awareness, preparedness, and resiliency among students (Apronti et al., 2017). However, Mamon et al., 2017 said that under risk reduction and resilience education the integration of the concepts about the hazards, hazard maps, disaster preparedness, awareness, mitigation, prevention, adaptation, and resiliency in the science curriculum possibly affect the knowledge and understanding of students on DRR. However, in their study, students turned out to have very low disaster risk perception. Moreover, this could also affect the response mechanism of the students to risks resulting to disasters. Therefore, risk reduction and resilience education must further be strengthened especially in the integration of DRR concepts in the curriculum across grade levels.

IV. CONCLUSIONS AND RECCOMENDATIONS

Findings

1. Most of the administrator-respondents are females who have been in the service less than five years or 16-20 years. The DRRM coordinators are mostly females who have been a coordinator for at most a year and specializing General Education. The teachers are mostly 40-49-year-old females and specializing in General Education. The PTA officers are mostly 31-39-year-old females who have been officers for two years.
2. The comprehensive school safety framework is much implemented in terms of safety learning facilities, school disaster management, and risk reduction and resilience education.
3. The teachers and PTA officers are much aware on the implementation of the comprehensive school safety framework in terms of safety learning facilities, school disaster management, and risk reduction and resilience education.
4. There is no significant difference on the extents of implementation of the comprehensive school safety framework when grouped according to the profile of the administrators and DRRM Coordinators.

5. There is no significant difference on the levels of awareness on the implementation of the comprehensive school safety framework when grouped according to the profile of the teachers and PTA officers.
6. The levels of awareness of the respondents on the implementation of the comprehensive school safety framework do not differ significantly among the three pillars which are safety learning facilities, school disaster management, and risk reduction and resilience education.
7. The extents of implementation in the three pillars which are safety learning facilities, school disaster management, and risk reduction and resilience education significantly differ among each other.

Conclusions

1. The workforce in schools of Siargao Division is dominated by female administrators, DRRM coordinators, and teachers specially in elementary level.
2. The schools have been relentless in the implementation of the comprehensive school safety framework by providing the needed safety learning facilities, managing well school disasters, and conducting educational activities to reduce and mitigate risks.
3. The teachers and PTA officers are knowledgeable on the activities of the school pertaining to safety among schools in Siargao Division.
4. The profile of the administrators and DRR coordinators do not determine the implementation of comprehensive safety framework.
5. The awareness of the teachers and PTA officers on activities concerning school safety is the same regardless of their profile.
6. The awareness of the teachers and PTA officers on school safety activities is the same among the three pillars.
7. The level of implementation of safety learning facilities is better than the implementation of school disaster management. The latter is also better than the implementation of the risk reduction and resilience education.

Recommendations

In view of the findings and conclusions of the study, the following recommendations were given:

1. The schools may continue to implement or enhance their best practices and programs in providing safe learning environment, strengthening existing school-based disaster risk management systems and improve risk reduction and promote resilience education through educational activities and trainings where children can learn and participate in disaster reduction programs and to connect with the community through these programs.
2. School administrators must continue to involve teachers and encourage stakeholder's participation including the PTA officials in the implementation of the Disaster Risk Reduction Management programs especially the comprehensive school safety framework.
3. Disaster risk reduction related subjects must be main streamed across grade levels to ensure that students' learn

- and practice the basic disaster readiness and risk reduction concepts in the real life situations.
4. More DRR related training to teachers and staff must be conducted in schools or division level particularly on community-based informal education and conflict sensitive education for diversity acceptance, peace and social cohesion in the school and community.
5. Assessment and planning on Disaster risk reduction management related programs must be strengthened focusing on physical, environmental and social protection.
6. Training on emergency response skills and crafting school policies on DRRM must also be conducted or if existing may be improved.
7. Involve stakeholders as representative/participant in School Disaster Management linked to school-based management, educational continuity planning, standard operating procedures and contingency planning.
8. Schools may have a system that collects nor share data to allow for comprehensive school safety policy development. Technical knowledge and skills, be shared between governments and other organizations and solutions may be developed in partnerships.
9. Schools may include learner's participation in school disaster management, as well as systematically incorporate school disaster management into pre-service and in-service training.

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